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ABSTRACT

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the second grade level, the units are: the arts, clothing, custodians (janitors), the farm, the grocer, homes (shelter), fuels, Radford then and now (history and maps), and transportation (boats and buses). (MDW)

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RADFORD CITY SCHOOL'S CAREER EDUCATION PROJECT
RADFORD, VIRGINIA 24141

INTRODUCTION TO ELEMENTARY CAREER EDUCATION UNITS

The Career Education Program of the Radford City Schools is a pilot project of research and development for career education techniques and materials. It is funded through a grant from the Office of Education which extends until December 14, 1974.

The unit approach was utilized to implement career education concepts on the elementary level. A total of 99 career education instructional units have been developed by the Radford teachers. These units were designed for use in grades K-7 and special education.

The units were developed around specific topics (clothing, weather, etc.) and incorporated the following elements:

1. Subject content relationships
2. Occupational information
3. Resource speakers
4. Interviews and reports
5. Parent and family involvement
6. Hands-on and other sensory experiences
7. Role playing and simulation activities
8. Career related field trips

The majority of the units contain more activities than would normally be included in a unit, therefore the teacher can select the most appropriate activities for her particular students. The length of time that should be spent on each unit is approximately four to six weeks.

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CAREER EDUCATION PROGRAM
RADFORD CITY SCHOOLS

UNIT TITLE: TRANSPORTATION

"LET'S TAKE A BUS RIDE"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
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1612 WADSWORTH STREET
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CE003998

INTRODUCTION TO: Transportation
"Let's Take A Bus Ride"

Few aspects of our daily lives are unaffected by transportation. Either directly or indirectly, our food, clothing, shelter, and our entire lives reflect the availability of goods and services provided by transportation.

It is intended, through this unit, that children become aware of the many modes of transportation of goods and people and the many jobs required for the efficiency, speed, comfort and safety involved.

Since transportation is such a broad subject, involving so many people, this unit will deal with the bus, extensively.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIAL
Have children bring in pictures of as many buses as they can find. Let them place the pictures on the bulletin board. Discuss sizes, shapes of buses and where you can go on a bus.	

BROAD OBJECTIVE: To help students develop interest in buses and the important part they play in our lives. 2

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How do people get from place to place in our community?	Class discussion of ways children get to and from school, to grocery store, to a department store. Visit local bus workshop (terminal); watch many people at work and ask about their duties.	
2. If you had no car and wanted to go to Roanoke or nearby city to shop, how would you get there?	Write stories about family trips taken. Draw appropriate pictures to go with story. Make individual booklets of materials collected and work done during unit. (Add to booklet as work proceeds)	Text: Our Language Today 2 Chapter 7-"Writing Stories" Crayons Paper fasteners Construction paper

BROAD OBJECTIVE: To help students develop an understanding and appreciation of the workers involved in operating buses; for our convenience. 3

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Who are the workers who help us travel in our community? On a bus trip across the United States?	Make a large chart of brief facts learned about the topic, for example: Bus Workers: Bus driver — Duties: He drives the bus. Workers: Mechanic — Duties: He keeps bus running.	Oak tag Study prints: Community Helpers C89 Filmstrip: The Bus Driver F-A9 The Gas Station Attendant F-R20 Service Station Workers CF-A86
	View and discuss films and filmstrips depicting bus drivers and their duties.	Films: Bus Driver #40904(Rad.) Bus Drivers Helpers #70705(Rad.) Buses That Serve Our Community #27904(State) Busy Airport #83404(Mad.) Big Trains Rolling #28012(State) Boat Trip #05104(State)
	Invite a local and(if possible) Greyhound or Trailway bus driver to talk with class. Role-play workers on the job.	
	Learn and sing songs.	"Helpers" p.44 Discovering Music "Going to Boston" p.47 " " "Going to Travel" p.45 " "

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Read stories. Learn to spell words related to unit. Invite bus driver to talk to class.	Resource persons: Bus driver Mechanic Bus station manager

BROAD OBJECTIVE: To increase the child's knowledge of ways of travel. 5

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How do people choose among the many ways of traveling?	Make a chart(picture and word) of as many types of transportation as possible.	
	View and discuss "Progress of Transportation" chart. (Barbara Cox has this chart)	"Progress of Transportation" chart.
	Children choose mode of transportation and draw, color, cut out pictures and place on bulletin board.	
	Learn and sing songs related to transportation.	"The Service Station" p.32 Discovering Music. "Jet Planes" p.36 Disc. Music. "Fly to the Moon" p.37 Disc. Music. "The Midnight Special" p.72 " "Sailboats" p.163 Disc. Music.
2. How did people in olden times travel in our country?	Make a picture chart of ways of travel in early America.	
	Discuss advantages and disadvantages of early modes.	
	View and discuss ways of travel in early America(through charts and filmstrips.	"Progress of Transportation" chart(Barbara Cox has)

BROAD OBJECTIVE: To extend the child's knowledge of the world beyond his immediate environment.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are some ways to travel on land, on water, in the air and in space?	Arrange mode(cars, trucks, buses, airplanes, space modules, etc.)to make a travel museum. Put explanatory labels on all exhibits. Read stories(pupils) "Fun in the City", "A Neighborhood of New Houses", "A Trailer Trip", "Fun at Home". View and discuss filmstrips.	Learning About Our Neighbors Wann, Wann, Sheehy - Allyn and Bacon SVE-F796-6 Manners on Public Transportation.
2. What goes on at a busy bus terminal, an airport, a wharf and at space center?	Visit local Greyhound bus terminal and observe work going on. Ask questions of workers about their duties.	

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27004 Buses That Serve The Community(State)
83404 Busy Airport(Mad)
04609 Airports in the Jet Age(Rad., State)
28012 Big Trains Rolling(State)
05104 Boat Trip(State)
02004 Development of Transportation(State, Rad.)
81904 Ferryboat(Rad)
01604 Fred and Billy Take An Airplane Trip(Mad.)
02708 Jet Pilot(State)
36904 Passenger Train(Rad.)
23805 Romance of Transportation(State)
31703 School Bus Safety(State, Rad.)
33709 Transportation By Air(State, Rad.)
05204 Transportation By Land(State, Rad.)
12505 Transportation By Ship(State, Rad.)
46608 Transportation By Water(State, Rad.)
11805 Transportation in the Modern World(State)
72065 Transportation Maintenance(State)
50508 Travel in America in the 1840's(State)

3. Filmstrips:

F-A9 The Bus Driver
F-A8 Trucks At Work
F-R20 The Gas Station Attendant
CF-A29 The Automobile Service Station
CF-A86 Service Station Workers

4. Puzzles:

C83 Bus
C80 Family Drive
C84 Truck Driver

5. Study Prints:

C89 Community Helpers Pict-O-Graph-Taxica
CSP24 How People Travel In The City(SVE)
C90 Means of Transportation

6. Transparencies:

Tr 4C-909 Space Travel

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: THE GROCER

"TO MARKET, TO MARKET"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

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INTRODUCTION TO: The Grocer
To Market, To Market

This unit is organized to give children information, which is within their realm of understanding, about one of the very important work roles in our community. Also, it should stimulate an appreciation for the services rendered by the various workers in satisfying the needs of our society.

Hopefully, the children will also become aware of the fact that the many aspects of community life are dependent upon each other.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIAL
Serve crackers and peanut butter and kool-aid as a "refresher" after a class. Then ask the children where they think I got the crackers, peanut butter and kool-aid. Class discussion of a grocery store, who works there, etc.	

BROAD OBJECTIVE: To help students become aware of the grocer as a distributor of food for our meals. 2

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Who is the grocer and how does he help us? What does he have to know and do to become a grocer?	Identify and interview a grocer (about what his job is, who works for or with him, etc.) Class discussion of qualifications in performing his job.	Resource person - Grocer (Local community grocer) SVE Study Prints: Set SP-123 Supermarket Helpers SVE Filmstrip and Cassettes: (4) JF210 SATC Supermarket Workers
2. Does the grocer raise the food he sells in his store?	Read stories(teacher and pupil) about people who grow, produce, process, transport, or sell various foods. Construct models of boats, planes, trucks, etc.(means by which our food is transported. Cut out magazine pictures for a bulletin board, "Ways Our Food Gets to Market".	Story: Childcraft Vol. 7 How We Get Things.
3. What is a supermarket? How many departments are there in a supermarket? What do we mean by a "display"?	Class discussion of differences and likenesses in grocery store and supermarket. Teacher read story, The First Book of Supermarkets. Write original stories and poems about experiences to a supermarket.	Story: A Visit to a Supermarket p. 47-60 Book: Learning About Our Neighbors 2 by Wann-Allyn and Bacon, Inc. Book: The First Book of Supermarkets Textbook: Our Language Today 2 "Writing Stories and Poems"

BROAD OBJECTIVE: To help students realize that grocers get goods from many sources. 3

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITES	RESOURCES AND MATERIAL
1. What people are responsible for getting our food to a grocery store or supermarket, where we can buy it?	Field trip(early morning) to observe bread, milk, produce truck, etc. delivering their products. Discuss content question here. Read stories(teacher and students). Show filmstrips.	Stories: The Handsomest Pigs in Town (Childcraft Vol. 11 p.188-193) Let's Go Shopping (Childcraft Vol. 6 p.218-233) Street Markets (Childcraft Vol. 6 p.224-225) Filmstrips: How We Get Vegetables How We Get Fruit How We Get Meat How We Get Bread The Story of Milk
2. Where do these people obtain the products they bring to the supermarket?	Build a bakery and make a baker's hat and coat. Role-playing make loaf of bread using recipe on page 83-84 in Learning About Our Neighbors. Bake rolls in classroom. Make a poster of places people obtain products they bring to the supermarket. (Bakery, produce market, etc.)	Story: The Surprise p.61-68 Bread For Greenwood p.69-74 The Story of Bread p.75-79 Bread Long Ago p.80-84 (From book: Learning About Our Neighbors by Wynn-Allyn & Bacon) Story: Stores in the Neighborhood p. 80-89 Book: Our Working World by Lawrence Senesh-Science Research Assoc.

BROAD OBJECTIVE: To help students realize that people in a community are interdependent. 4

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What do we give in exchange for our food?	Listen to and talk with a milkman(in the classroom) about how he exchanges the money he earns, from delivering milk, for the many products he needs in daily life.	Story: Money in a Basket Childcraft Vol. 6 p.226-227 Resource person: Milkman
	Story-(Teacher or child read to class)	Story: When People Didn't Use Money Childcraft Vol. 6 p.230-231
2. What services does the grocer render? Could we do without the grocer?	Show filmstrip.	Filmstrip: The Grocer(K.B)
	Write an article for the school newspaper(K.B. Buzzer) about our trip to a super-market and the visit from the milkman to our class.	
	Check grocery prices in ads from several stores in the area(advertising).	Daily newspapers(News Journal The Roanoke Times)
	Print "make believe" ads for our room supermarket.	
	Filmstrip or films	Film:(18809)Food Store(State)
	Stories: (Pupil and teacher read)	Story: The Store on Wheels Vol.6 p.84-85 Little Wheels for Big Jobs Vol.6 p.88 Bags, Sacks and Baskets Vol.6 p.228-229 What Place is This? Vol.5 p.222-223 Childcraft

BROAD OBJECTIVE: To help students realize that friendliness and courtesy are important in business.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Why should the grocer be friendly and courteous?	Discuss some manners for a grocer and customer.	Book: Manners Can Be Fun by Leaf-Lippincott(395-L)
	Make a poster of manners that should be practiced.	Book: Courtesy by Slobodkin-Vanguard Co. (ES)
	Role-play grocer and customer.	Book: The Courtesy Book by Dunlea-Beckley Cardy(395-D)
2. Should we as customers be friendly and courteous?	Film(view and discuss)	Film: 97804 Courtesy For Beginners(Radford College)
	Show filmstrip. (View and discuss)	Filmstrip: Manners in Public 241 Curriculum Lab D56g Radford College 130F

BROAD OBJECTIVE: To help students develop an understanding that sanitation is important in business.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What is the meaning of sanitation?	Class discussion of cleanliness, sanitation and their importance. Make a dictionary of new words introduced into this unit and use the word in a good sentence.	Our Language Today 2 "Writing a Good Sentence"
2. Why is sanitation important in the grocer business?		
3. Should we as a customer think of cleanliness when we buy and handle food?	Film(view and discuss).	Film:(50505) Health-You and Your Helpers(Radford College)

BROAD OBJECTIVE: To help students develop a realization that speed and accuracy in handling money is important to the grocer and to the customer.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Is it necessary for the grocer to know how to count and make change for money? Why?	Role play: Grocer and customer(selling and buying before math unit on money and then after).	
2. Is speed and accuracy, in counting money, important to the grocer? Why?	Role play: (Same as above) Learn and use liquid measure and weights.	Math textbook: Mathematics 2 (Sets, Numbers, Numerals-Laidlaw) (Unit on Money) (Unit on Liquid Measure & Weights) Different types of containers and scales. (Mrs. Stump has old model scales)
3. Should we as a customer know how to count money and make change? Why?	Have different children each morning help take up, make change and count lunch and ice cream money. Role play: Cashier, customer, bag boy, custodian.	

BROAD OBJECTIVE: To broaden student knowledge of the world of work. 8

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Can you name some people who work in a supermarket and tell what they do?	Decide on store name. Make sign. Plan, build, and operate a "grocery store". Play the roles of manager, clerks, customers, custodian. a. practice courtesy b. practice counting and changing money. c. practice buying and selling. Leave the store in room as long as interest holds. Make a picture poster of "People Who Work In and Around A Supermarket". Film(view and discuss). Make a sign for name of store. Read stories(pupils). Show filmstrip. Learn and sing songs: 1. The Milkman(p.78) 2. What Sort of People Come to Our Town(p.111) 3. Making Cookies(p.10) Song: "You Turn for Sugar and Tea"(p.25) Write original stories about supermarket workers.	Resource person: Store manager or clerk in a neighborhood store. Make labels of products sold in a grocery store(tempera paint). Stories: Food for Greenwood Book: Learning About Our Neighbors-Allyn Bacon p.45-80. Filmstrip: Supermarket Workers Music textbook: Music In Our Town Textbook: This is Music Study prints: Talkstarters: At the Store(Scott Foresman #2059) (Kindergarten has this)

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Role playing: 1. The grocer 2. The milkman 3. The bread man 4. The produce man 5. Clerk 6. Bag boy 7. Custodian 8. Cashier 9. Customer	

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Burt, Olive - Let's Find Out About Bread
Dunlea - The Courtesy Book(Beckley Cardy)
Green, Mary Moore - About Apples from Orchard to Market
Greene, Carla - I Want to Be a Baker
Iritani, Chica - I Know A Baker
Leaf - Manners Can Be Fun(Lippincott)
Lynch, Lorenzo - Hot Dog Man
Russell, solveig P. - About Cheese
Senesh, Lawrence - Our Working World(SRA)
Slobodkin - Courtesy(Vanguard Co.)
Stanek, Muriel - I Know A Dairyman
Whitney, David C. - Let's Find Out About Milk
Wynn - Learning About Our Neighbors(Allyn and Bacon)
Young, Eleanor R. - First Book of Rice

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Cooper, Elizabeth K. - Sun and Shadow(Harcourt, Brace and World)
Together We Go
Going Places, Seeing People
Conlin, David A. - Our Language Today(American Book Co.)
Gundlach - Mathematics 2 (Sets, Numbers, Numerals) (Laidlaw)
Mursell and Others - Music In Our Town
Sur, William R. and Others - This is Music (Allyn and Bacon)

Childcraft (Vol. 5,6,7,9,11)
Worldbook (Vol. F.,G.S.)

3. Filmstrips, Records, Etc.:
Study Prints: Supermarket Helpers
Study Prints: Talk-starters: At the Store
Study Prints: The Bakery (Series 7: Community Helpers)

Film: Courtesy for Beginners (Radford College)
Food Store (State)
Health-You and Your Helpers (Radford College)
Courtesy at School

Filmstrip: Supermarket Workers (SVE)
The Grocer (K-B Library)
The Story of Milk (K-B Library)
How We Get Vegetables (K-B Library)
How We Get Fruit (K-B Library)
How We Get Bread (K-B Library)
How We Get Meat (K-B Library)
Manners in Public (Curr. Lab-Radford College)

4. Kits:

Supermarket Workers (Wonderful World of Work series, K-3) Denoyer-Geppert, 1967
Dairy Product Delivery - Geppert, 1967
The Fruit and Vegetable Store (Our Neighborhood Worker series) Eye Gate, 1967
The Butcher - Eye Gate, 1967
The Dairyman - Eye Gate, 1967
The Baker - Eye Gate, 1967
The Grocer (Community Helpers series, Set One)-Young America Films, 1963.
Supermarket Workers (Community Workers and Helpers series) SVE, 1971
How We Get Our Foods series, SVE, 1967
The Foods We Eat series, SVE, 1971
My Dad Works in a Supermarket (Fathers At Work series) IFC, 1968
Stocker in a Supermarket (Occupational Education series) Eye Gate, 1965

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The Grocer - Playskool
The Baker - Playskool
The Cake Maker - Playskool
Milkman - Playskool

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: "RADFORD THEN AND NOW"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

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INTRODUCTION TO: "BADFORD THEN AND NOW"

This unit on the City of Badford is designed to help children develop an appreciation for the past and understandings of the changes that have taken place in their city.

Through various resource personnel and field trip activities we hope that each child will become aware of not only the historic past but also the present career opportunities offered.

MOTIVATING ACTIVITY	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Display a large map of the City of Badford.	1. Class discussion of what a map is. 2. Location of school on map. Location of other main points of reference (Ex. Norwood Street).	Map of Badford.

BROAD OBJECTIVE: To show children that a city can be drawn on a map, and to help children learn basic math skills.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Can we find our home on a map of Radford:	1. Give each child a map of the City of Radford to locate their home & draw route to school. 2. Have each child mark his home on the big map on the bulletin board.	Maps available from Chamber of Commerce.
2. How can I locate things on a map?	1. Class discussion & teacher demonstration of scale, legend and key. 2. Game - Location of landmarks of City.	Modern Mathematics II - unit on measurement.

BROAD OBJECTIVE: To help children understand the changes that have taken place in Radford over the past 100 years. (Historical)

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What would a map of Radford 100 years ago look like?	1. Give the child a map of Radford in 1755. Let children try to locate present existing landmarks.	Included in unit.
	2. Discuss the differences in the map.	
2. What was our community like 100 years ago?	1. Tell the children the story of the Ingles family.	Possible resource people.
	1-A Art act. - Draw Indians	Necessary information attached.
	2. Show a film.	Wilderness Road 16508
	3. Children write the story in their own words.	Mary Draper Ingles
	4. Give each child a picture of Lovely Mount Tavern (stage route on Wilderness Road) and Lovely Mt. Church and discuss.	Copy attached to unit.
	5. Construct stagecoach.	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	6. Teacher present pertinent information: Old Brick Church Connleys Run East & West Radford John B. Adams- Radford home behind High School Belle Heth Academy 7. Crossword puzzel to review history learned.	Information attached.

BROAD OBJECTIVE: To help increase the childrens knowledge of occupations available in Radford (past and present).

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How has the appearance of our community changed?	Display on bulletin board pictures and information of businesses and schools past and present.	Resource persons - natives of Radford. This Is Radford Virginia available from Chamber of Commerce.
2. What occupations existed 100 years ago that no longer exist today?	Class discussion resulting in chart showing how occupations have changed.	Slide Presentation of Radford - available RHS library.
3. What occupations do your parents have?	Each child interviews their parents about their places of work. Record childs report to the class.	
4. What occupations are available in Radford?	Prepare a list of industries to study. Fill in a simplified job application form.	Resource person from Radford Planning Commission. Resource person from Radford Employment Agency.
5. What education is necessary for various careers?	Resource persons from selected industries to explain the industry and products made there. Prepare a display table of products made in Radford.	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Add to list of industries - the products made in each. Field trip including historic points as well as selected industries.	
6. What things I learned about Radford's past and its occupational opportunities that I would want to tell newcomers?	Children prepare a brochure using pictures taken on field trip and original descriptions of them. Creative writing lesson, choosing a career from those discussed.	

1748 - Mary Draper lived with her family at Drapers Meadow (now Blacksburg).

1750 - Mary Draper married William Ingles. Was first white marriage West of Alleghenies. Had 2 children - Thomas and George.

1755 - Shawnee Indian raid on Draper's Meadow in which several were killed and Mary Draper Ingles and her children were captured. The Indians separated them and carried Mary into Kentucky and finally Ohio. Here she was forced to make salt, the first made in our country by white settlers. Mary taught nursing, cooking to the Indians thus won privileges and title "heap good medicine squaw." Accompanied by a Dutch woman Mary Draper Ingles escaped. For 40 days and nights she climbed cliffs, slid down mountains and lived on berries and nuts. Finally she fled from the Dutch woman, who crazed by hunger and exposure, tried to murder her.

Mary was found by a neighbor near Dunkards Bottom where her husband had rebuilt their cabin. This was on New River near Radford. Later a log cabin was built by the Ingles just West of Radford on the river. Here they operated a ferry known as Ingles Ferry. Mary sent scouts to look for the Dutch woman. Later a monument built from the chimney stones of her cabin was erected to her in Westview Cemetery in Radford.

First permanent settlement in Radford was Ingles Ferry in 1755.

Lovely Mount Tavern - Was built on Rock Road (Wilderness Road). Was a double log cabin built on stage route. Hog droves and cattle driven on this road. Was first post office in community until 1866.

1845 Old Brick Church on Lovely Mount.

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: THE FARM

"OLD MACDONALD'S FARM"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: The Farm
Old MacDonald's Farm

City children need to learn how country people live. Actually, many city and rural living conditions have become quite similar because of modern means of communication and travel, and the development of consolidated school systems.

The overall view of the typical small farm and its animals and crops lends itself to a wide variety of activities which hopefully will lead the children into a better understanding and appreciation of the interdependence of people who live and work on the farm and in the city.

Second grade subject matter fields can easily be incorporated into this unit.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIALS
Play record and sing: Old MacDonald's Farm. Look at and discuss: (Model Farm from National Dairy Council) and child's vacation experiences on a farm.	

BROAD OBJECTIVE: To help students gain an appreciation of life on a farm. 2

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What would living on a farm be like? 2. What does the farmer's family do all day?	1. Class discussion of the child's vacation experiences on a farm. 2. Read selections and give reports on farm life. 3. Study famous paintings which depict farm life. 4. View filmstrips or films depicting farm life. 5. Role playing "A Day on the Farm."	Books: What I Will Be from A to Z by National Dairy Council. The Little Farm by Lois Lenski. The Cow in the Silo by Patricia Goodell. My Friend the Cow by National Dairy Council. Films: Farm Animals(Radford College) Farm Babies and Their Mothers (Radford College) Farmyard Babies(Radford College) Feeding Farm Animals(State) Poultry on the Farm(State)
3. What animals live on a farm? Why does a farm have animals? 4. Where does the farmer keep his animals? 5. Who helps keep farm animals healthy?	1. Make a scrapbook of pictures of farm animals(include vocabulary words for spelling). 2. Discuss sanitation procedures on a dairy farm(care of barns; farmer's personal cleanliness; government inspection, etc.) 3. Visit dairy farm(noting all above discussed items). 4. Play a matching game on mother and baby animals(on an electric game board). 5. Set two eggs in a "chick-u-bator" and count time for hatching(avoid drastic temp. changes). Interview vet. or invite to classroom.	Filmstrips and Record: F-L24 Sounds on the Farm Eye Gate House, Inc. Dinky, the Calf Fluffy, The Chick Frisky, The Colt Fleecy, The Lamb Porky, The Pig Our Poultry Farm Worksheet on matching animals. Slides(in library)SL-01-SL15 Chick Embryo Book: All About Eggs by Millicent Selsam(in public library)

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
6. What kind of machinery does the farmer use?	Make a mural depicting the different types of machinery (at work) on a farm. (Class project)	Film: Farming in South China- The Si River Valley(Radford)
7. Where does he keep his machinery?	Make models of farm machinery (from clay or small cardboard boxes). Film and filmstrips.	World Book Encyclopedia Model Dairy Farm - Dairy Council (order early)

BROAD OBJECTIVE: To help students become aware of how living conditions on a farm and in a small community(such as Radford) are similar,(because of modern conveniences, communication and travel).

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. In what ways is farm life different from city life? 2. In what ways is farm life similar to city life?	Draw individual pictures(as the child recalls it) of a farm and of our community(include activities going on in both pictures). Make a chart of activities of people in our community and check to see if jobs of each are same on farm. Same as above except for listing conveniences(such as telephone, TV, etc.) Pop corn and make applesauce as an entertainment in both farm and community. Play games about farm activities(and discuss possibility of children in our community.)	Films: The Cardboard Cox (State) Old MacDonald(State) Pageant of American Farms(State) (a little above some heads, but some received much from this) Songs: Music in Our Town 2 1. Farmers' Market 2. Watermelons 3. Barnyard Family 4. Our Ponies 5. Sheep Are Coming Down The Road 6. Growing Crops 7. Harvest 8. Market Day 9. Planting Cabbages 10. Shake the Apple Tree 11. Wind in the Corn 12. The Farmer Filmstrips: (F-L24) (Including study prints & record) Sounds on the Farm Sounds Around Town(F-L29) Sounds Around City(F-L30) Dairy Farm Panorama Kit

BROAD OBJECTIVE: To help students develop an understanding of how we depend on the farmer for our food and how he depends on us for his livelihood.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What crops does the farmer raise:	Discuss and list foods raised on the farm(in the U.S. anywhere and in our community)	Filmstrip: Set of 6(F-S15-S20) Learning About Plants Life on a Dairy Farm #7680 Encyclopedia Britannica Educational Corp.
2. How are farm animals important to us?	Make a picture chart of the different products derived from sheep, cattle, hogs, etc. Learn and sing songs about farm animals. Make up new songs. Read stories and poems about farm animals-write stories and poems. Churn butter. Visit creamery for consumer use. Imitate sounds of farm animals. Guess the animals. Use for physical education	Flannel Board Kit: Farm Animals #88 (Kindergarten has this) Animals and Their Young (Kindergarten has this) Teaching Pictures- A Trip To The Farm(Kindergarten) Sounds I Can Hear(Record- Kindergarten)
3. Where does the farmer 4. Who buys the foods at the market?	Read some poems about the farmer, his products and market. Make and work farm picture puzzles. Film. Role playing, "The Farmer at the Market"(buying and selling).	Films: Agricultural Lifelines(State) Agriculture's Showcase Abroad " Let's Read Together Series (Fourth Grade-Section on Farm Poetry)

BROAD OBJECTIVE: To help students gain an insight into the duties of a farmer in daily life.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What does a farmer do all day?	Several short filmstrips or films on the farmer at work.	Textbook: Our Working World-Neighbors at Work P.4-52 by Lawrence Senesh-SRA
2. Who helps the farmer with his work?	Discussion of large farm picture (Childcraft) of what farmer is and will do on the farm. Construct a farm(and for vocabulary and spelling, label the buildings, animals and machinery). Role playing, "The Farmer and His Helpers at Work."	
3. What does the farmer do in different seasons?	Construct a bulletin board (divided into 4 seasonal sections) and depict through cut out pictures jobs of farmer each season.(Measure board-divide into fourths) Learn and sing songs about farmer and his seasonal crops.	Film: The Farmer(Radford College) Textbook. Mathematics 2(Laidlaw) Units on Measurements

BROAD OBJECTIVE: To help students become aware of some problems which face a farmer(erosion, improvement in soil, selling of products, meeting standards). 7

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are some of the problems with which a farmer must deal in improving his soil?	Plant some seeds in two flower pots. Add fertilizer to one pot. Note which plant grows better. Experiment to show how water carries fertilizer to plants. Pour some sugar or salt on a piece of cloth stretched over a bowl. It will not go through the cloth. Now pour water over the cloth. Taste the water. Show film and discuss.	Film: What is Soil?(State) Soil Conservation-Erosion(State) Soil Conservation-Soil and Water Conservation(State) Textbook: Concepts in Science 2, "Plants and Animals" Our Language Today 2, "Letter Writing" Farmer's Almanac(Librarian has these)
2. How does the farmer protect the soil to keep it from washing or blowing away?	Show films or filmstrips depicting different methods of soil conservation. Visit and discuss ex. of soil erosion. Resource person to talk to class about soil...its composition, care and conservation. Discuss and summarize. Visit a farm to clarify and broaden our understandings.	Film: Our Land-It's Many Faces(State) Fifth Grade Science Book (has an experiment on erosion) Field trip to a farm.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. Who assists the farmer in deciding what to grow, when and where on his farm?	Bring, read and discuss newspaper clippings on farm reports. Listen to farm reports on local radio and television stations. Film Role playing, "Farm Agent on Radio Broadcast."	Film: The Agriculture Story(Radford) Agriculture in Virginia(Radford) Your Meat Inspection Service(State) Letter Writing for Beginners (Radford)

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Role playing of: 1. "A Day on the Farm" 2. "The Farm Family" 3. "The Farmer and His Helpers" 2. Begin list of Careers We Have Learned About, on wall above chalkboard. Leave all year; add to as year goes on. (Children cut out letters as we learn about each career in the unit) 3. Have a barn dance.	Resource Persons: 1. Farmer 2. Salesman 3. Repairman 4. Grocer 5. Machine operator 6. Soil conservationalist 7. Soil analyst 8. County agricultural agent 9. Horticulturist 10. Park ranger 11. Dairyman 12. Farm realtor 13. Feed dealer 14. Manufacturers of farm tools 15. Biologist 16. Landscaper 17. Livestock breeder 18. Veterinarian

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Farm Animals (10 min. pri. Radford College).
Farm Babies and Their Mothers (10 min. pri. Radford College).
Farmyard Babies (11 min. pri. Radford College).
Feeding Farm Animals (16 min. elem. State).
Food For The City (12 min. elem. State).
Letter Writing For Beginners (11 min. pri. Radford College).
Old MacDonald (16 min. elem. State).
Our Land-It's Many Faces (14 min. elem. State).
Pageant of American Farms (15 min. elem. State).
Poultry on the Farm (10 min. elem. State).
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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: OUR HOMES - SHELTER

"WHERE DO YOU LIVE?"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: Our Homes-Shelter
"Where Do You Live?"

Throughout the primary grades, attention is given to self, home, community and the workers whose services contribute to them.

In the second grade, with increasing maturity of the children, interest in the home, its structure and furnishings is extended.

Since every aspect of the child's life is touched by the home, his experiences and interests will be prevalent.

It is hoped the children will gain a better understanding of and appreciation for the workers involved, from the architect's drawings of the house plans to the role of parents and children.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIALS
Filmstrip and story: (F-L8) Hansel and Gretel(Gingerbread House)	Filmstrip: (F-L8) Hansel and Gretel
Construct cardboard houses to resemble gingerbread house.	
Make a gingerbread house or a small cardboard house to resemble real gingerbread box with frosting and gingersnaps on it.	
Dramatize story Hansel and Gretel or conduct a "man on the street" interview, using microphone and tape recorder. Teacher will act as "man on the street" first to give class the idea. Then different children will be chosen.	Tape recorder
Filmstrip and story: Three Little Pigs Dramatize story Three Little Pigs.	Filmstrip: Three Little Pigs Where do you live? Child give home add.

BROAD OBJECTIVE: To help students gain an appreciation of our homes.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What did the very first homes look like?	Filmstrip: View and discuss Draw caveman and his home. Draw Indian homes. Build Indian village(tepees, fire area sleds, totem poles).	Filmstrip: The First Homes(313A) Homes of the American Indian(313H) Homes in the U.S. Old and New(313I) Books: Houses We Live In True Book of Houses
2. What kinds of homes are in our neighborhood?	Read stories(pupils and teachers) Read poems Take field trip around school and in neighborhood where most of class reside to view kinds of homes. Discuss types of houses; materials houses are made of and process involved in building a house. Filmstrip-view and discuss. Build own houses out of milk cartons. Build a house out of a cardboard box. Paint it.	Story: Three Little Pigs (p.60) The House That Jack Built The Little Stone House The City Mouse and the Country Mouse(p.94) Childcraft-Vol. 2 Filmstrip: The Homes We Live In-Jam Handy Poem: Peter, Peter, Pumpkin Eater There Was An Old Woman(p.31) The House of the Mouse(p.94) The Shiny Little House(p.16) Childcraft-Vol. 2 (Mrs. Showalter's room)

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. Why do we need homes?	Transparency-Home as a Place of Shelter.	Transparency: Home as a Place of Shelter(creative visuals)
	Class discussion of weather factors.	
	Filmstrip-view and discuss	Filmstrip: Why We Need Houses (238B)
4. What kinds of rooms does a house have?	Make a list of rooms in a home and the furnishings used in each room.	Childcraft-Vol.6(Mrs. Darden's room) 1. Adobe(p.127) 2. Apartment(p.123)
	Examine and discuss blue-prints(floor plans) and learn about scale model. Correlate this with math class on measurement and cost(addition and subtraction of simple money problems).	Math textbook-Mathematics 2 Sets, numbers, numerals a. measurement unit b. money unit c. geometric shapes
	Try drawing simple floor plans for "your" house.	
	Collect and discuss floor plans from newspapers and magazines.	Filmstrip-Parts of a House (238B)

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Read stories(pupils) The Cloud House in the Sky p.94(Sun and Shadow) Moving Day-The Apartment p.116-122(Sun and Shadow) The Little Clay House p.97(Together We Go) A Baby in the House p.135(Together We Go) Tools for Work p.102(A World of Surprises) Two is a Team p.201-221(A World of Surprises) The Painted House p.8(Going Places, Seeing People) My Home p.46(Going Places, Seeing People)	Reading textbook: Sun and Shadow Reading textbook: Together We Go Childcraft-Vol.10, p.218-219 "The Carpenter's Cutting Tools"
5. What important tasks need to be done in our homes?	Plan one extra chore that you can do daily to help at home. Make a poster illustrating rules of courtesy at home. Make a chart of all home jobs, who does them, and which ones you can help with.	
6. Ways we can make house more pleasant.	Plan and plant a bulb or dish garden. Make a chart of why we need homes.	

BROAD OBJECTIVE: To help students develop an understanding of workers involved in building, furnishing and maintaining our homes.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What kind of tools are used to build a house?	Filmstrip-view and discuss. Children make own tools out of construction paper for bulletin board. Bring tools from home and show class.	Filmstrip-Tools and Materials for Building Houses(238D)
2. What workers are needed to build a house? How did the workers learn their skills?	Children make puppets out of bags depicting worker who builds houses. Class discussion of workers and how they learned the skills. Architect-show blue prints and let children draw simple plan of their own houses. Correlate with math class on measurement and cost. Make class picture and story book of construction workers depicting as many different phases of their jobs as possible. Go to an area where the workers are in the process of building a house.	Childcraft Moving(Vol.7) Carpenter(Vol.7) Apron(Vol.9) Belt(Vol.10) Tools(Vol.10, Vol.9) Electrician(Vol.10) Plumber(Vol.8, Vol.10) Painter(Vol.10)

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. Where do the materials to build our homes and furnishings come from?	Invite a carpenter, plumber, electrician(any other available person children might know) to briefly explain their work and how they learned their skills.	Books: I Want to be An Architect I Know a House Builder
	Filmstrip: View and discuss	Filmstrip: Men Who Build Our Houses(283F)
	Collect and make an exhibit of different kinds of materials used in constructing a house.	Science experiment: Why green lumber is not used in building by wetting a piece of plywood and drying as quickly as possible.
	Make a picture chart of household furnishings(emphasizing as many different types of materials used in each).	Childcraft Brick's for Houses(Vol.7) Grass(Vol.5) Mud(Vol.5) Paper(Vol.5) Tree(Vol.5) How to Make Furniture(Vol.9)
	Filmstrip, records or cassettes	Filmstrip, records or cassettes: (Singer/SVE)World of Work The Home We Live In How We Get Our Homes

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
4. What important tasks need to be done in our homes? Who performs these tasks?	Learn and sing songs: At Our House(p.8) Leaky Faucet(p.6) Making Cookies(p.10) Needle sing(p.11) Old House(p.83) Make up other songs or verses to songs in books.	Music textbook: Music in our Town
	Pantomine the work of different kinds of duties in home. Have other children guess which worker is being represented.	Music textbook: Discovering Music
5. In what ways can we help make our homes more pleasant?	Learn and sing songs: Helpers(p.44-Disc.Music) Help me Today(p.80-Disc.M) If You're Happy(p.8-This Is Music)	Music textbook: This Is Music
	Art-decorate wooden boxes for trinkets or create felt picture and vase of paper flowers-art design out of toothpicks. Children may put art decorations in playhouse, if available.	Economy Handicrafts=Flushing, N.Y. p.29 felt and burlap picture pack.
	Play rhythmic game- If You're Happy(p.8-This Is Music) Come Sing and Play(p.6-This Is Music) Read stories(pupil): The Little Red Hen(p.46). Act out play.	Textbook: Together We Go

BROAD OBJECTIVE: To help students develop a realization and appreciation of the many conveniences in our homes. 8

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How do we heat our homes in winter? How do we cool them in summer?	Class discussion of ways their homes are heated and cooled.	Childcraft Furnace(Vol.6 and 8)
	Invite a heating and plumbing contractor or helper(a father, if possible) to answer questions and enlighten children as to types of heat and cooling devices.	Resource person-heating and plumbing contractor.
2. What materials are used for insulation?	Interview parents about insulation in home and report to class.	
	Invite school custodian to explain heating system in school.	
	Make an exhibit and label types of fuel. Discuss advantages and disadvantages.	Language textbook: Unit on "Labeling Things".
3. What furnishings does a home need? What purposes does furniture serve? Of what materials is furniture usually made?	Read poems(pupil or teacher)	Poems-Childcraft-Vol. 1 The Clock My Bed
	Class discussion of advantage and disadvantages of rugs, carpets, tile, cement, linoleum, bare wooden floors.	
	Cut out pictures of furniture for a room and arrange it several ways, deciding on the most convenient arrangement.	Poems-Childcraft-Vol.1 The Clock My Bed

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Make something useful or decorative for the home. (Book marks, memo pads, napkin rings, door stops, letter-holder, pin cushion).	
	Make a list of labor-saving devices.	
4. What conveniences for the home have come in to use recently? How do they add to our comfort and well being?	View and discuss film.	Film: Pioneer Home(#80904 Rad.)
	Filmstrip and cassette-view and discuss.	Filmstrip and cassette: (Eye Gate) The Story of Houses What's Around Us-The Home
	Math-identify and work simple addition and subtraction problems with "sets" of objects and "groups" of workers, furniture, etc. in the home.	Childcraft Refrigerator(Vol.6) Telephone(Vol.6) Television(Vol.6) Dishwasher(Vol.6) Washer & dryer(Vol.6 and 8)
	Free reading-read the books on the special reading table(to be set up for this unit)	
	Report on any particular book you think would interest the class(book report).	Books for reading table are included in back of unit.
	Children interview parents with cassette tape recorders on labor-saving devices.	

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Construct a house Role play(people who build the house as well as family who lives in the house). Classroom quiz Booklet-of all papers and objects children have done and made during unit.	

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: CUSTODIANS(JANITORS)IN OUR LIVES

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: Custodians(Janitors)in Our Lives

All too often we take for granted the important work performed, for us, by the custodians or janitors. These people include our mothers and fathers, as well as those persons who are responsible for the maintenance of private and public buildings.

It is hoped, through actual association with the school custodians and observation and class discussion, the children will begin to realize and appreciate those who care for the buildings used by us all.

This unit is designed for a second grade class; for two to three weeks.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIAL
1. Display some of the equipment used by custodians or janitors. 2. Through cooperation with the school custodian, do not clean the classroom for a week(without the knowledge of the children in the class). 3. Class discuss the appearance of the classroom after the week of work within; and having no one clean it. 4. Ask for volunteers among the children in the class to carry out the duties which the custodian would have performed each day.	

BROAD OBJECTIVE: To help children learn about the importance of a custodian or janitor in all phases of their lives.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATEIAL
1. What is a custodian? a janitor?	Use dictionary and find meaning of both words.	The Harcourt Brace School Dictionary Harcourt Brace Jovanovich,Inc.
2. Where do we need a custodian or janitor?	Class discussion of the meanings and their likenesses and differences.	The Picture Dictionary For Children
	Class discussion of places they have observed custodians and janitors at work.	
	View and discuss filmstrip and cassette and pict-o-graph.	Helpers at School-Knowing Our School CFA110
		Pict-O-Graph-Community Helpers C-89
	View and discuss films	Community Keeps Healthy
		Communities-Keep Clean
		Helpers at Our School

BROAD OBJECTIVE: To help children develop an appreciation of custodians or janitors in their lives; through a workable knowledge of their duties and responsibilities.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are the duties of a custodian? a janitor?	Learn and sing songs about a custodian or janitor at work.	"Pounding A Nail" Page 43 Discovering Music-Berg, Richard "Helpers" Page 44 Discovering Music-Berg "Jack-A-Needle" Page 3 Discovering Music-Berg "Leaky Faucet" Page 6 In Our Town-Mursell, James "Galoshes" Page 3 In Our Town-Mursell
	Invite custodian(school) to room to explain his duties. Take tour of school building, with a custodian and let him show and explain the extent of his work.	Resource persons: School custodian and janitor. Field trip: Tour of school building.
2. What would our public buildings, as well as our private homes, look like without the services of a custodian or janitor?	Invite a custodian from some public building(such as recreaction hall) to visit the class and explain and answer questions about his work. Then compare his work with that of the school custodian.	Resource persons: School custodian and janitor.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Children read stories about school janitor.	"Mr. Pickle's Surprise" Page 51 Foolish and Wise-Smith, Nile About Family Helpers-Hoffman Busy Bodies-Bowman Dear Garbage Man-Zion
	Class discussion and list together places where custodians or janitors are needed.	

BROAD OBJECTIVE: To help children realize that everyone, to an extent, act as a custodian or janitor sometimes.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Did you ever think of your mother or father as a custodian or janitor?	Class discuss and list duties of parents; which custodians or janitors perform in public buildings. Examine and discuss study prints.	Family Responsibilities in in the Home CSP-19
2. Have you ever done any work as a custodian or janitor?	Class discussion of ways the child has helped in his home. Each day during this unit allow four or five children to do the work the custodian would ordinarily do in the classroom. View and discuss filmstrips.	Janitorial equipment. School Helpers F-A84-226 Our Jobs at School FA85-227 Helpers at School CFA110 School Courtesy FA87-229
3. Is it the duty of only a custodian or janitor to take care of and clean the building he is in charge of?	Class discussion of the appearance of our classroom after it had not been cleaned. (At the beginning of the unit.) Examine and discuss study prints.	School Friends and Helpers CSP-20 Keeping the City Clean and Beautiful CSP-23

CULMINATING ACTIVITY

Plan and carry out a special day or party for custodians in the school, in appreciation and understanding of jobs performed by custodians and janitors.

Each child in class will wear a "thank you" badge which they have made for the occasion.

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CFA11 Helpers At School-Knowing Our School

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70605 Communities-Keep Clean(P) State
25805 Community Keep Healthy(P) State
66305 Fathers Go Away To Work(P) U.Va.
45705 Helpers At Our School(P) Radford
89904 Helpers In Our Community(P) Madison
20904 Night Community Helpers(P) State
28404 What Is A Neighborhood(P) Radford
54605 Schools and Jobs-Lots of People Work Here(P) State

4. Filmstrips:

CFA110 Helpers At School
FA85227 Our Job At School
FA87229 School Courtesy
FA[illegible]226 School Helpers

5. Pict-O-Graph:

C89 Community Helpers

6. Study Prints:

CSP19 Family Responsibilities in the Home
CSP23 Keeping the City Clean and Beautiful
CSP20 School Friends and Helpers

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: THE ARTS: "COLOR MY WORLD"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: THE ARTS: "COLOR MY WORLD"

It is hoped, through a unit of this type, that children will develop an interest in cultural contributions to society.

Selections from the finest works of both past and comtemporary times should be included. The arts contribute to the enrichment of almost every area of learning. Children will be encouraged to use many art forms to express their own feelings and ideas creatively.

BROAD OBJECTIVES:

1. To help students develop the sensitivity, taste, and appreciations which will enrich their lives.

2. To help students become aware of their interests in selected activities.

3. To help the children become aware that they rely upon community members other than their family and that learning helps people do things for the community, state, and nation.

4. To enable the students to explore possibilities of opportunities for employment, as well as the arts as leisure time activities.

5. To help the students understand how their personal and physical characteristics and abilities (or talents) influence their personal goals and career decisions.

6. To become familiar with some famous artists (and works of art) and some famous musicians (and musical compositions).

BROAD OBJECTIVE: To help students develop the sensitivity, taste, and appreciations which will enrich their lives.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What kind of stories do you enjoy?	Teacher read and tell different types of stories to class. Pupils read different types of stories. Role-play some story characters. Make a chart (child made) of [illegible] types of stories and let each child put his name under the type he prefers.	
2. What do stories do for people?	Ask the children about some subject they know nothing about. Then read them a story and follow with a class discussion about how they feel now.	
3. How can you learn to enjoy music?		Books: Balet, Jan B. What Makes An Orchestra? (Oxford) Britten, Benjamin. The Wonderful World of Music. (Doubleday)

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
		Books Continued: Daniach, Shula. Every Child's Book of Music and Musicians (Ambassador) Kaufmann, Helen L. History's 100 Greatest Composers. (Grosset) Norman, Gertrude. The First Book of Music. (Watts)

BROAD OBJECTIVE: To help students become aware of their interests in selected activities.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What do you do for fun and relaxation?	Class discussion of what each child does now when not in school. Set up centers for each child to experience activities in different areas (study prints of famous paintings, filmstrips, records and cassettes of different types of music). View and discuss films.	Film: 14904 Fiddle Dee Dee (Painting to Music)

BROAD OBJECTIVE: To help the children become aware that they rely upon community members other than their family and that learning helps people do things for the community, state, and nation.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. When you want something to do for entertainment who is responsible for furnishing the entertainment?	Make a class chart of activities for entertainment. (For example: a. Watch TV b. Listen to radio, tape player, etc. c. Play at area playground. d. Go to movie theater. e. go swimming. f. skate or play basketball at the recreation hall.) Class discussion of the people and their jobs in the different entertainment areas. Resource persons from several areas.	

BROAD OBJECTIVE: To enable the students to explore possibilities of opportunities for employment, as well as the arts as leisure time activities.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What career opportunities await art and music students? or children in elementary grades who show talent in both areas?	Class discussion of what the children think one could do for a living or a hobby in art and music. View and discuss film.	World Book Volume M Careers in Music. Film: Music Career or Hobby 97404 91104 Clay in Action

BROAD OBJECTIVE: To help the students understand how their personal and physical characteristics and abilities (or talents) influence their personal goals and career decisions.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are my interests in the area of art and music? 2. Do I enjoy activities in either or both of these areas?	View and discuss films, filmstrips. Try different media in art activities.	Films: 89504 Making of a Mural. 55604 Cinderella (Shows children's drawings and narrations) 44004 Let Us Write A Story

BROAD OBJECTIVE: To become familiar with some famous artists (and works of art) and some famous musicians (and musical compositions).

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
What works of art and musical compositions have been profitable to their composers?	Display on bulletin board some copies of famous works of art and have children give their interpretations. Show filmstrips and films. Listen to parts of some different types of famous musical compositions. Do group research on prices some works of art have brought. Read stories about lives of some authors and music composers.	World Book Encyclopedia
CULMINATING ACTIVITIES:	Art Festival Music Assembly	

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The Artists Guild, Inc. 25 Montgomery St. N.Y., N.Y. 10002

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: TRANSPORTATION - "ROW-ROW-ROW-YOUR-BOAT"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: "ROW-ROW-ROW-YOUR-BOAT"

Transportation touches our lives in many ways, directly and indirectly. Through this unit we hope to create an awareness of the importance of transportation and an appreciation for workers involved in it. Because of the broadness of the topic, this unit will deal with water transportation.

MOTIVATING ACTIVITY	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Have children bring in pictures of as many boats as they can find. Let them place the pictures on the bulletin board. Discuss the size, shapes, of boats and various places that boats can be used.	Listen to, view and discuss filmstrip and record.	A Boat Named George SVE Filmstrip and Record

BROAD OBJECTIVE: Since boats were one of the first forms of transportation it will be interesting for children to study some of the first boats and compare them to modern vessels.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What did the first boat look like? Why were they made?	Class discussion of who might have made the first boats and how they might have looked.	
	Look at pictures and filmstrips of boats from the past.	16704 Flatboatmen of the Frontier
	Activity - Make a model of a dugout or Indian canoe or draw them.	
2. How were boats involved in the early exploration of our country?	Read a story of Columbus' voyage to the "new world".	First Book of Ships. First Book of Holidays. 24808 Story of Christopher Columbus
	Sing songs related to Columbus voyage.	
	Write an original story about the hardships involved in Columbus' voyage.	Our Language Today 2. Unit 7 - Writing Stories Can Be Fun
	Read a story to the children about the Pilgrims' voyage to America.	
	Role-play the Pilgrims' voyage.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Assign spelling words in connection with the "exploration" phase of the unit. (Ex: Mayflower, Pilgrim, Thanksgiving)	
	Play Club-Quiz to review facts learned about history of water transportation.	Teacher made Club-Quiz wheel.
3. How were boats improved through the discovery of steam?	Experiments to show how steam can move objects.	Concepts in Science 2 "Molecules At Work"
4. How and why are ships today different from the first vessels?	Have children compare the pictures of modern vessels on their bulletin board to the first vessels they studied.	Bulletin board of ships.
	Class discussion of how the vessels are similar, different-size, shape, seaworthiness.	
	View and discuss film.	46608 Transportation By Water 56308 Americas Inland Waterways
5. In what ways are ships used today that are different from the past?	Class discussion of how ships can be used to transport goods and people.	
	Draw pictures of the "first" boats and boats today.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
6. What are some of the various types of modern vessels?	Discuss a way to group vessels. (Passenger, Cargo, Pleasure)	
	View films and filmstrips showing various vessels.	Filmstrips: Boats. Educ. Reading Service Boats and Ships. Jim Handy.
	Make a large, brief chart listing boats in the proper group. Ex: Pleasure Boats rowboat yacht motorboat Cargo Ships fishing vessels	Best in Children's Literature Transportation - Bowmar Record

BROAD OBJECTIVE: To help children become aware of the importance of water transportation in their own lives.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. If you wanted to go to Europe and couldn't get an airplane ticket, how else could you go?	Class discuss how passenger ships are important. Discuss the advantages and disadvantages of this mode of travel.	Travel brochures. 57004 Airplane Trip By Jet.
	Read "A Floating City".	Going Places, Seeing People. Harcout, Brace & Javanovich Skills 6.
	Invite someone who has taken a cruise in to talk to the class.	
	View films that show passenger cruises.	12505 Transportation By Ship 05104 Boat Trip
2. What other special tasks are done by boats?	View, listen to, and discuss films, filmstrips and records showing boats and ships involved in special tasks	Filmstrips: The Fogboat Story, Young Peoples Records. The Waterfront, Coronet. The Harbor, Coronet. 81904 Ferryboat 99004 Tugboats 26805 Tugboats and Harbors 58505 Ships In Harbor
	Read Story.	"Five Fish For Supper" Going Places, Seeing People Skills 6

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. In what way can boats be used for enjoyment?	Invite a parent who owns a boat in to talk to the class. Encourage children to share experiences involving recreational vessels. Paint picutres based on the experiences of the children.	Safety Primer for Pleasure Boats; Sailing Is Fun. Available from Nat. Assoc. of Engine & Boat Manuf.

BROAD OBJECTIVE: To help students develop an understanding and appreciation of the workers involved in operating ships and boats.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What workers are necessary to operate a passenger ship?	Discuss the facilities available on passenger ships and the workers involved in operating them. Let the children divide into groups and role-play the workers on a large passenger ship-captain, navigator, stewards, recreational director, doctors, etc.	
2. What workers are involved in shipbuilding?	Interview a shipbuilder or invite him to the classroom. View and discuss filmstrip on shipbuilding.	 How We Build Ships, Eye Gate.
3. What kinds of work are done aboard Navy ships?	Invite a naval recruiter or naval reserve officer into the classroom. Discuss the training available through the Navy.	Pictures, posters and information from the U. S. Navy Department. Teachers Packet Packet on Submarines Office of Information Navy Department - Washington D.C. 20350
4. What other workers have we seen in our study of boats? Which one would I like to be?	Role-play workers on the job. Read stories.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Learn to spell words associated with the unit. Review some of the filmstrips used. Sing songs. Construct a ship in the classroom, to use in role-playing. Write a story about one of the workers we have studied.	Modern Mathematics 2 Unit on measurement.

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: FUELS: "PUT A TIGER IN YOUR TANK"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

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INTRODUCTION TO: FUELS: "PUT A TIGER IN YOUR TANK"

Children have had a great number of experiences with fuels. They know many vehicles need fuel in order to run. They know some homes are heated and their food is cooked with some kind of fuel.

It is hoped, with the present day concern for fuel shortages, the children will gain an insight into the many careers involved in producing, in the proper use of and in conserving fuels.

BROAD OBJECTIVES:

1. To help students become appreciative of the process by which fuels are made.
2. To help children recognize and learn to appreciate jobs involved in producing fuels.
3. To help children realize the necessity of conserving fuels; and what part they can play.
4. To help children learn about people and jobs involved in distributing fuels.

BROAD OBJECTIVE: To help students become appreciative of the process by which fuels are made.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Where do green plants get and store energy?	Through investigation and experimentation place plants under different situations (observe).	Concepts in Science 2 Harcourt, Brace & World Unit on fuels p.25-38.
	Begin a science vocabulary chart.	
	View, listen to and discuss filmstrips, cassettes and transparencies.	Cassette: CE-CTA99 Energy Transparency: Tr.4C-906 The Solar System (The Sun and Energy from the Sun) Filmstrip: The Sun What is Energy
2. Where is the tree's food made?	Field trip close by to observe trees.	Field trip to area surrounding.
	Class discussion of parts of trees.	
	View and discuss filmstrip.	F-866 Telling Trees Apart.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. What is carbon? 4. Where is carbon made?	Art activity: Give children sticks of artists' charcoal and let them use them for drawing. Experiment: Make carbon.	 Concepts in Science 2 Unit on fuels p.29.
5. What are some other fuels and how are they made?	View and discuss filmstrip.	A Trip To A Coal Mine. CF-A178.

BROAD OBJECTIVE: To help children recognize and learn to appreciate jobs involved in producing fuels.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Where do fuels come from?	View and discuss filmstrips and listen to record.	Filmstrip: CF-A12 Gas and Oil Workers. Record: C Rec-A14 Gas and Oil Workers.
2. How do we get fuels?	Interview a miner or engineer. (learn to interview)	Filmstrip and Cassette: CE-CT-A43 Acquire an Interview.
3. Who is responsible for mining coal, oil, etc.	View filmstrips and listen to cassette.	Filmstrips: CF-A178 A Trip To A Coal Mine CF-A177 A Trip To An Oil Well Cassette: CE-CT-A62 A Coal Mine
	Invite a Forest Ranger to talk to class. View filmstrip and listen to cassette.	Cassette: CE-CT-A131 I Want To Be A Forester.
	Make models of: a coal mine, an oil well, etc.	

BROAD OBJECTIVE: To help children learn about people and jobs involved in distributing fuels.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. After fuels are produced how do we get them?	Show and discuss filmstrips and listen to record.	Filmstrips: CF-A89 Gas and Oil Services. F-S61 Oil: From Earth To You. Record: C Rec A41 Gas and Oil Services.
	Invite a gas or oil distributor to class to explain his work and the work of others responsible for getting gas and oil to homes and businesses.	Resource person.
	Collect pictures of oil and other fuel industries: drilling rigs, oil wells, pipelines, storage tanks, refineries, trucks and workers. Make bulletin board (children).	

BROAD OBJECTIVE: To help children realize the necessity of conserving fuels, and what part they can play.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What is conservation?	Show and discuss a filmstrip.	Filmstrip: CF-S8 What is Conservation? Cassette: CE-CT-S2 What is Conservation? Filmstrip: F-S60 Petroleum In Today's Living. F-S21 Forest Conservation Today.
2. What can we do to help conserve fuels?	Conduct a class conservation campaign: Make individual posters.	
3. Why is there a shortage of fuels now?	Bring in and give news reports on fuel shortages.	Newspapers Television Radio

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: CLOTHING

"THE SHIRT ON YOUR BACK"

APPROXIMATE GRADE LEVEL: GRADE 2

PROJECT SITE: RADFORD CITY SCHOOLS

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INTRODUCTION TO: Clothing
"The Shirt on Your Back"

This clothing unit will give a group of primary children a glimpse of farms mills, factories, warehouses, stores, and their own clothes closet.

They will read with interest and purpose, and gain practical information about the clothes they wear.

Through many, varied art activities and field trips in our community, learning will be made real to them.

Through contact with workers from all walks of life, responsible for producing and supplying our clothing needs, the children will emerge with a better understanding, appreciation and interest in the world around them.

MOTIVATING ACTIVITY	RESOURCES AND MATERIAL
Two dolls(a boy and a girl, appropriately dressed) will be placed on a display table. Also, on the table will be a display of sources of materials used in making clothing (piece of raw wool or picture of a sheep; piece of leather or picture of a cow; coal; wood; silk worm cocoon or picture; cotton ball, etc.). Class discussion and guessing game of parts of clothing made from each source on the table.	

BROAD OBJECTIVE: To help students develop an interest in clothing. 2

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are some of the reasons that people wear so many different kinds of clothing?	Make a list (children) of the types of clothing people wear (dress, shirt, boots, raincoat, etc.)	Textbook: Our Working World Families at Work Neighbors at Work
	Read to students about the different kinds of clothing.	Textbook: A World of Surprises "The Jumping Hat" p. 130 Going Places, Seeing People "Tito's Hats" p.29-34
	Show filmstrip and concept cards on proper clothes and care.	Filmstrip: Proper Clothes and Care (Radford College) Concept cards.
	Learn and sing songs: 1. "Galoshes" p.39 2. "Green Dress" p.3	Music Textbook: Music in Our Town
	Read story	Book: Story of Your Coat by Clara Hollos

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
2. What clothes are best suited for school, play, parties, church, and other occasions?	Students prepare a bulletin board using pictures appropriate to the best clothes to wear to school, church, etc.	Textbook: Sun and Shadow "Miss Poppy" p. 132-157
	Read (pupil) stories about the appropriate clothing to wear.	
3. What workers need special clothing for their jobs?	Collect pictures and make posters of community workers, we have already studied about, in appropriate dress.	
	Read story to the class and use felt board.	Childcraft Vol.10 p.220-221 "Making the Clothes You Wear"

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
4. How are "fashions" established?	Boys will (draw) a piece of clothing in the "design" room. Girls will hand sew (or on a simple sewing machine) a piece of clothing for dolls. Learn and sing songs: 1. "Hat Parade" p.60 2. "Here We Go" p.119 Design and make costume jewelry p.105 Design fabric prints by using muslin and print with potato prints, soap prints or sponge stencils.	Music textbook: Music in Our Town Art book: Arts and Crafts for Elementary Teachers

BROAD OBJECTIVE: To help students develop an appreciation of the cooperation of the many workers, in making, supplying and caring for our clothing. 4

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What places and workers in our community provide our clothes?	Read (pupil) story. Play act above story. Social Studies: read(pupils) "A Visit To The Shirt Factory" Show filmstrips to class. Class discussion of workers in the shirt factory. Visit shirt factory. Discuss the workers seen on the visit. Read (teacher and pupils) "Let's Go To A Clothing Factory" Visit Kenrose dress factory. Invite a parent who works at Burlington Industries to explain process of cloth production.	Textbook: Going Places, Seeing People "The Elves and the Shoemaker" p. 173-180. "A Visit To The Shirt Factory" p.98-102. Filmstrips: How America is Clothed How Things Are Made (Clothing) Library Book: Let's Go To A Clothing Factory by Harry (E-L) Lazarus, G.P. Putman Sons, New York. Parent

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
2. What places and people help us care for our clothes?	Learn and sing songs: "The Shoemaker"	Music in Our Town (2) Music Now and Long Ago (3)
	Visit laundry and observe and talk with workers washing, cleaning & Pressing clothes.	Silver Burdett(record G.2#5 p.75 and Grade 2 p.62)
	Invite a parent to come to classroom and discuss care of clothing.	Parent.

BROAD OBJECTIVE: To help students gain an understanding of the different products used in making our clothing.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Of what materials is our clothing made?	Make a "cooperative" list of all things children can think of which clothes are made from(wool, cotton, etc.) Social studies: Read(pupils) stories "Clothes are Made from Many Things" Discuss how cloth is made and different materials for clothing. Spelling and language: Clothing vocabulary-class discussion, flash card word game.	Textbook: Learning About Our Neighbors "Clothes are Made From Many Things" p.92-97 The Instructor Publications P. O. Box 6108 Duluth, Minnesota #634 Clothing #637 Clothing accessories
2. From what sources do clothing materials come?	Science unit: Coal Learn and sing songs: "The Sheep Shearing" p.124 "The Tailor and the Bear" p.100 "I Had A Little Overcoat" p.96 "The Shoemaker" p.94 Transparency: View & discuss Learning About Clothing Read stories(students)	Science textbook: Concepts in Science "Coal" p.30-31 "Millions of Years Ago and Now" p.149-156. Music textbook: This Is Music 2 Creative Visuals transparency Family Relations-Learning about Clothing 301.42AE-05 Stories: The Youngest Camel by Kay Boyle; The Luck Llama by Alice Desmond.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. How is thread made?	Read(teacher) and discuss process by which thread is made. Make dyes from plant sources-onion skin, beets, spinach, walnut. Try making yarn or thread by hand from various fibers. Discuss how thread is made today.	World Book-Vol. T
4. How is cloth woven?	Discuss pictures which will be placed on bulletin board of spinning wheel, etc. Read "Clothes Long Ago".	Textbook: Learning About Our Neighbors; "Clothes Long Ago"
	Filmstrips: View & discuss The Story of Cotton The Story of Wool The Story of Rubber The Story of Leather	Filmstrips: 204-S How We Get Our Clothing (SVE)

BROAD OBJECTIVE: To help students gain an understanding of the importance of wise and careful selection of our clothing. 7

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How can we take care of the clothing we have?	Learn and sing songs: "Hanging Out the Linen Clothes" "The Laundryman" Provide a lost and found box for misplaced clothing in room. Empty box daily by finding owners.	American Folk Songs for Children; Doubleday, Garden City, N.J. Music For Young Americans; American Book Co., New York. Sharing Music(Kindergarten)
2. Which is more practical for children's clothing--silk or cotton? Why?	Collect and label samples of clothing materials-- leather, nylon, plastic, silk, linen, cotton, wool, rubber. Examine and discuss fibers, texture, etc. Deliberately stain with berry juice, etc. samples of above materials and try to wash them. See the results.	Samples of materials.
3. Should we play in the clothes our parents have provided us with for school and other activities?	Class discussion of "dos and don'ts" of wearing our school clothes to play in. Invite a mother in to discuss with class above subject and give her view.	Class mother.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Write thank-you letters to mother who visited room. Write stories and poems about playing or not playing in our school clothes.	
4. What would a complete "outfit" for me to wear to school in winter cost?	Read(pupils): "A New Hat and a New Dress" "New Clothes for Henry" List an ideal "outfit" for boy and girl and then visit a department store or use a catalog and list costs. Then add the total costs.	Textbook: Learning About Our Neighbors "A New Hat and a New Dress" p.109. "New Clothes for Henry" p.87.

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Have a "style" show (for other primary grades) with different children dressed to represent community workers; plus appropriate clothing for children at play, school, church, etc. The child appropriately dressed will recite a creative poem about his "fashion."	Primary Grade Activities Childcraft 1971 p.40

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1. Children's Books:

Boyle, Kay. The Youngest Camel.
Brandwein, Paul F. Concepts in Science 2. Harcourt, Brace and World.
Cooper, Elizabeth K. A World of Surprises; Going Places, Seeing People. Harcourt, Brace and World.
Desmond, Alice. The Lucky Llama.
Lazarus, Harry. Let's Go To A Clothing Factory.
Senesh, Lawrence. Our Working World. SRA.
Wann and others. Learning About Our Neighbors. Allyn and Bacon.

2. Teachers' and Children's Books:

American Folk Songs for Children. Doubleday.
Arts and Crafts for Elementary Teachers. William C. Brown Company, Inc. Dubuque, Iowa.
Childcraft. Vol. 10.
Music for Young Americans. American Book Company.
Worldbook. Vol. C, W, S.

3. Filmstrips:

How We Get Our Clothing. SVE.

4. Charts, Word Cards, Pictures:

Clothing. Instructor Publications.
Clothing Accessories. Instructor Publications.

5. Transparency:

Family Relations-Learning About Clothing. Creative Visuals.